# Civil War Virtual Field Trip

# Unit Plan

|  |  |  |
| --- | --- | --- |
| **Unit Author** | | |
| First and Last Name | Elizabeth Joyce and Laura Rodriguez |
| School District | Rockingham County |
| School Name | Dalton L. McMichael High School |
| School City, State | Mayodan, NC |
| **Unit Overview** | | |
| **Unit Title** | | |
| Civil War Virtual Field Trip: Insight into a Nation | | |
| **Unit Summary** | | |
| Students research the historical background of the Civil War as well as the Battle of Gettysburg and Lincoln’s famous address to understand the significance of this battle. After reading texts, students will have a better understanding of the Civil War and its soldiers. Students will learn about the events and causes that led to the beginning and end of the war. Students work in pairs to make plans and products targeting their chosen battle to create a Google Earth virtual field trip. Each group will research a battle from the Civil War that will build upon the Gettysburg virtual field trip in order to create an interactive Civil War battlefield visual in Google Earth. | | |
| **Subject Area** | | |
| American Literature and U.S. History | | |
| **Grade Level** | | |
| 11 | | |
| **Higher-Order Thinking Skills** | | |
| Problem Solving, Creating, Evaluating, Analyzing, Applying, Understanding | | |
| **Approximate Time Needed** | | |
| 3 weeks for the unit, plus 2 weeks for the culminating project, depending on the amount of time provided in class, and depth/complexity of the student projects | | |
| **Unit Foundation** | | |
| **Targeted Content Standards and Benchmarks** | | |
| **North Carolina Standard Course of Study**  **Competency Goal 3:** Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.  **Objectives**  3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.02 Analyze and assess the causes of the Civil War.  3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.  3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government. | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| **Student Objectives/Learning Outcomes** | | |
| Students will be able to:   * Understand the social, economic, and political events to the outbreak of the Civil War. * Analyze and assess the causes of the Civil War. * Analyze and assess the impact of the Civil War on the characters from the novels. * Analyze the actions and social issues of the Civil War in order to identify issues that are still relevant today. * Conduct research on Civil War battles and gather, evaluate, and synthesize data from a variety of sources to create a virtual field trip. * Use a variety of electronic and print resources to gather and synthesize information and to create and communicate knowledge to a specific audience. | | |
| **Curriculum-Framing Questions** | | |
|  | **Essential Question** | * What is war? * What is a union? * What is fate? |
|  | **Unit Questions** | * How does war shape people’s lives? * Why do people fight within a nation? * How does the Civil War still impact a 21st century audience? |
|  | **Content Questions** | * + Why was the Battle of Gettysburg the turning point of the Civil War? * What are the themes and issues in *The Gettysburg Address* that are relevant to today? * Why is Lincoln’s address considered one of the most important American speeches of all time? |
| **Student Assessment Plan** | | |
| **Assessment Summary** | | |
| Use questioning throughout the unit to assess students’ understanding of the Curriculum-Framing Questions as well as other important events in the Civil War.  Determine students’ background knowledge of what defines a hero through a classroom debate. Students will debate one of the following:  A. Anyone can become a hero if given the right upbringing and situation.  B. Some people are born to be heroes and some are not.  After the debate, students will view a Civil War photograph divided in quadrants for a Think-Pair-Share activity. Students will view one-fourth of the photo at a time until all parts are shown at the end. Students will record their thoughts, feelings, and senses on a sheet of paper that is also divided into quadrants. As each section is shown, students will record their thoughts in the matching quadrant. When all four sections are shown, students will pair up to discuss what they recorded. After a few minutes, the teacher will show the full picture to the class. A whole class discussion of the photograph will follow.  Students will participate in a jigsaw puzzle activity in order to research a topic about the Civil War. Students will be placed into groups to research the following categories: causes, political effects, economic impact, and social consequences. Students will become “experts” on the information they are given. They are responsible for not only mastering the assigned content, but for teaching it to their peers to ensure understanding. Students will present their information to the class by using some type of presentation method: PowerPoint, Prezi, Slide Rocket, etc.  While studying the time period, students will read a text of choice in order to create a soldier’s journal showing the character’s relationship to the war. Students will create five to seven journal entries to show understanding. Review the journal entries when complete to assess students’ understanding as well as redirect teaching if necessary. Student entries may be submitted electronically.  After researching the Civil War and doing various readings, students will design a regimental flag. Students will be able to choose how to design and create their flag. Students will present their flags to the class and explain the meaning behind the flag.  Students will create a virtual field trip of one of the Civil War battles using Google Earth. Students will work in pairs and select a battle from a teacher-generated list. Students will have links, photos, videos, etc. in order to teach their peers and others about their battle.  As the unit closes, students will create in groups a “conversation” with the character(s) in the book that might have taken place. Students will write and perform a short skit in front of their peers to show their understanding of the character’s situation in their chosen text.  Students will write an in-class essay at the end of their unit project by choosing from a list of categories provided by the teacher.  Students will use the action plan to help guide them through the virtual field trip. Students also use the project scoring guide to support the creation of their presentations.  The teacher will conference with the groups to provide feedback before the students present their virtual field trips to class.  Students will voice their opinions and criteria on the other groups’ product to give positive feedback in order to show acquired skills. Use the project scoring guide to assess the culminating projects, with adjustments to the group scores based on individual efforts and contributions. Assess students’ contributions to the final discussion regarding the Essential Questions: *What is war? What is a union? What is fate?* | | |

|  |  |  |
| --- | --- | --- |
| **Assessment Timeline** | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Questioning * Hero debate * Think-pair-share – Civil War photo * Jigsaw - categories | * Reading Response Journals/Blog (or Wall Wisher) * Virtual field trip to the Battle of Gettysburg | * Questioning * Reading Response Journals/Blog (or Wall Wisher) * Blog Rubric * Create a regiment flag * Google Earth tutorial | * Google Earth virtual field trip project * Teacher conference with groups | * In-class Essay * Scoring Guide * Conversations- Student will perform a conversation that might’ve occurred with the character | * Presenting field trips * Reading Response Journals/ Blog * Peer Feedback Form * Reflection | | | | |
| **Unit Details** | | |
| **Prerequisite Skills** | | |
| * Basic research * Internet * Computer skills * Google Earth | | |
| **Instructional Procedures** | | |
| Once the unit begins, teacher will open with the Essential Questions. A classroom debate about heroes will take place to evaluate students’ prior knowledge. The teacher will determine students’ background knowledge of what defines a hero through a classroom debate. Students will debate one of the following:  A. Anyone can become a hero if given the right upbringing and situation.  B. Some people are born to be heroes and some are not.  After the class has shared their views, the teacher will transition into the think-pair-share activity using a Civil War photograph. Students will view the photograph in quadrants. Students will divide a sheet of paper into fourths and record their thoughts, feelings, and senses while viewing pieces of the photograph. Before the photograph is shown as a whole, students pair up to share what they recorded. After a few minutes, the full photograph is shown for a classroom discussion.  Students will participate in a jigsaw puzzle activity in order to share information about the Civil War to their peers. Students will be placed into groups to research the following categories: causes, political effects, economic impact, and social consequences. Students will become “experts” on the information they are given. They are responsible for not only mastering the assigned content, but for teaching it to their peers to ensure understanding. Students will present their information to the class by using some type of presentation method: PowerPoint, Prezi, Slide Rocket, etc.  After researching the Civil War, students will design a regimental flag. Students will be able to choose how to design and create their flag. Students will present their flags to the class and explain the meaning behind the flag. (This can be assigned outside of class.)  **Readings:**  ***The Red Badge of Courage*, *Killer Angels*, and *The Journal of James Edmond Pease***  Students will read a text and will create a soldier’s journal with a minimum of five entries, showing their understanding of daily life and events during the Civil War. Class will continue the discussion about the causes and events of the Civil War. Briefly explain that the students will be completing a virtual field trip on Google Earth by selecting a battle of choice from the Civil War.  Ask students to use the Internet to find information about battle, time, and those involved for their virtual field trip. Students will share findings when their virtual field trip is complete. Students will compile their information with their peers in order to create a Civil War virtual field trip. Students will use a blog and wiki in order to share pictures, text, notes, resources, and other media with their peers.  Introduce the reading response journal to students. Students can have the option of keeping their responses online or in other journal formats. Students will journal about their virtual field trip and about their soldier based on their selected text. These journals give students a place to document reading and record thoughts and responses to important questions. Students may also choose the option of keeping a blog from the point of view of one of the characters. Review the blog rubric with students to help guide their work. Collect journals when reading is completed to assess students’ understanding of the reading and Civil War themes. Use this information to guide and redirect teaching as needed.  Before students begin to read from their selected text, model different strategies for interpreting and analyzing the text. Throughout the unit, to engage students and address different learning styles, alternate the methods in which students are exposed to Civil War themes: whole class and small group discussion, individual silent reading, video, audio recordings, and graphic novels.  Introduce the causes and effects of the Civil War, the war itself, and Reconstruction. Ask students to record examples, illustrations, and videos of these events in their Google Earth virtual field trips and wikis.  To prepare for the culminating project, ask students to select from a list of Civil War battles in which to create their Google Earth virtual field trip. Students will work in pairs to create their trip to add to the existing Gettysburg trip in order to have the major battles of the Civil War on Google Earth.  The following questions can serve as a starting point for discussions about the Civil War:   * How does war shape people’s lives? * Why do people fight within a nation? * How does the Civil War still impact a 21st century audience? * Why was the Battle of Gettysburg the turning point of the Civil War? * What are the themes and issues in *The Gettysburg Address* that are relevant to today? * Why is Lincoln’s address considered one of the most important American speeches of all time? * How does the war help to paint a picture of the soldiers/characters’ states of mind? * What was a typical day in the life of a soldier? * How did the Civil War impact the nation? * How did the South rebuild? * Why does society romanticize the American Civil War? War in general?   Periodically, throughout the study of the war, ask students to discuss the Essential Questions: *What is war? What is a union? What is fate?* in their journals and in large- and small-group discussion as it relates to their personal interpretation of the Civil War.  After students have completed the texts, ask students what *fate* is. Pose the question, *Do you believe in fate?* Discuss the idea of fate. Ask where fate intervenes in the text/war. Discuss what role fate plays in the text. Does what happens to us have more to do with our own shortfalls than fate?  Have students record their thoughts to these questions in their reading response journals. In small groups, have students discuss their opinions on fate and give examples of fate in their own lives or in other examples such as, television, movies, or books.  To ensure that students have thought deeply about the events and causes leading to the war, assign an in-class, open-book essay, in which students reflect on their notes and apply their understanding of the characters’ actions in their selected text to their lives. Part of this essay should address the Essential Question: *What is war? What is a union? What is fate?*  **Beginning of Unit**  Introduce a discussion about what defines a hero. In what situations do you find heroes? Classroom will have a debate supporting one of the following statements: anyone can become a hero if given the right upbringing and situation, or some people are born to be heroes and some are not. The debate should last twenty-five minutes, giving them enough time to share their opinions and thoughts. Teachers should use this as an introduction into a soldier’s life and events that took place during the Civil War. Teacher will tie in hero debate, soldier’s daily life, to a quadrant photo activity showing a picture from the Civil War (such as a young soldier and/or bodies on the battlefield). Students will view pictures in pieces in order to make the full picture. Students will then reflect and discuss as a class the two images and the impacts that these pictures demonstrate.  Students will have classroom discussions in the classroom and in a virtual setting using Wall Wisher to post questions, comments, and thoughts to daily class discussions and readings. Students will be introduced to Google Earth and have access to video tutorials in order to learn locate, format, and save places on Google Earth. Handouts will be provided to give more details on how to insert and format text, pictures, links, and other multimedia features so the student will be able to produce a better quality presentation.  As students research the daily lives of soldiers, students will design a regiment flag in groups by using Microsoft Publisher or other means. The group will share with the class their flag and explain the color, symbol, and text. Flags should be presented by the end of the second week.  **Culminating Project**  After students view with the teacher the Gettysburg virtual field trip, they will start planning to make their own by selecting a battle to research. Students will have be grouped in pairs to research a battle and find information, pictures, video, and other resources to create a trip in order to teach their peers.  Discuss the culminating project in detail in which students apply the events and issues within the battle. Tell students they will present their findings to the class in order to teach their peers about the Civil War battle of their choosing. Students will use multimedia such as blogs, wikis, and Goolge Earth to create a virtual field trip.  Show the rubrics to the students in order to prepare them for their assessments. Students should be encouraged to develop their own unique ideas to create activities and virtual field trip. As the project progresses, meet periodically with each group to review their action plan to ensure they are on track. Have each group turn in their completed action plan, which includes an assessment of individual contributions along with any associated materials they created to support their presentation.  After all teams have presented to their peers, provide a forum for the students to discuss their experiences. Finalize the project discussion by allowing students to reflect on the Essential Questions, *What is war? What is a union? What is fate?* | | |
| **Accommodations for Differentiated Instruction** | | |
|  | **Special Needs Student** | * Differentiate text selection based on student ability. * Provide audio books for *The Red Badge of Courage* and *Killer Angels.* * Provide graphic novel for *The Red Badge of Courage.* |
|  | **Nonnative Speaker** | * Differentiate text selection based on student ability. * Alternate text suggestion: *The Journal of James Edmond Pease* (A Dear America Book) * Provide Spanish version of *The Red Badge of Courage* and *Killer Angels*. * Provide a graphic novel of the text that will clarify the happenings in *The Red Badge of Courage.* * Provide an audio book for *The Red Badge of Courage* and *Killer Angels.*   \**Ángeles Asesinos* is available at Dalton McMichael High School library. |
|  | **Gifted/Talented Student** | * Students will create a virtual field trip for one of the Civil War battles. * Students will read both texts: *The Red Badge of Courage* & *Killer Angels.* * Students will create a character conversation skit for one of the texts read. * Students will create a book trailer for one of the texts read. (optional) |

|  |
| --- |
| **Materials and Resources Required For Unit** |
| **Technology – Hardware** (Click boxes of all equipment needed) |

|  |  |  |
| --- | --- | --- |
| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other Microphones |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other Web 2.0 tools: Prezi, SlideRocket, Google Earth |

|  |  |
| --- | --- |
| **Printed Materials** | A copy of the text, *The Red Badge of Courage* and *Killer Angels*, *The Journal of James Edmond Pease* for their digital project should be provided.  A copy of the speech, “The Gettysburg Address” |
| **Supplies** | Regiment flag: art supplies from teacher or provided by student and/or Microsoft Publisher  Character conversation: props (supplied by students – optional) |
| **Internet Resources** | * Wikispaces:   <http://virtualfieldtripsforstudents.wikispaces.com/>   * Gettysburg National Military Park: <http://www.nps.gov/gett/index.htm> * History Channel:   <http://www.history.com/>   * Google Earth:   <http://www.google.com/earth/index.html>   * SlideRocket:   <http://www.sliderocket.com/>   * Prezi:   <http://prezi.com/> |
| **Other Resources** | Possible in-class essay topics:   * Choose one early Civil War battle that demonstrated the result of a lost opportunity, and describe what might have happened it a different decision had been made. * Describe the battle of Little Round Top. Why was this battle so important? * The Civil War was the first American conflict to be photographed. How did these images impact its viewers? What do we learn from these images? How do these images romanticize war? * Which do you think was a more significant turning point: Vicksburg or Gettysburg? Support your choice. * How did the superior manpower of the North and its greater ability to produce both crops and manufactured goods begin to affect the war in 1863? * General Sherman said this about war: “The crueler it is, the sooner it will be over.” Do you agree or disagree? Use examples from 1864 to 1865 to support your opinion. |

[\*Legal Information](http://www.intel.com/sites/corporate/tradmarx.htm) | [Privacy Policy](http://www.intel.com/sites/corporate/privacy.htm)